

The Educational Weekly.

The Educational Weekly.

THE UNION OF

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E. O. VAILE, Editor. | S. R. WINCHELL, Business Manager.

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CHICAGO, THURSDAY, JANUARY 23, 1879.

Editorial.

HOW CAN BUNGLING EXECUTIONS BE AVOIDED?

Within the last ten days an unusual number of wretches whose destiny it was to swing from this world to the next at the end of a rope, have met their fate. At this rate of progress we can surely depend upon seeing in our morning papers a few years from now, a smaller number of murders announced. But still it is horrid to think of the bungling way in which one or two of the victims were despatched.

Some time since the WEEKLY called attention to our very barbarous and brutalizing method of capital punishment, and alluded to the method proposed by high medical authority, viz.: to confine the criminal in a close apartment and by a simple contrivance substitute carbonic oxide for common air. Death would then be speedy, certain, and painless, and, more than all, would be entirely divested of those circumstances which now make the plucky victim a hero in the eyes of those who live on his plane.

As it is now, the art of Jack Ketch is lost, and it seems impossible to execute a man decently. But it is an art which ought to be recovered in some way, or else an improved process should be adopted in which bungling cannot occur. It must be a solemn thing to hang a man, even when most dexterously done; but to put a rope about his neck and simply choke him to death must be revolting. Few of our sheriffs have ever had any ex-

perience in the art of hanging, and scaffolds are so rare that probably not one in fifty of our people has ever seen one. Certain it is that in some states one apparatus is made to do for many counties, being taken to pieces and shipped from one to the other as occasion demands. But if these executions are to continue, it would seem that dexterity in the art should be one of the qualifications of the sheriff. Would it not be well for each county to furnish its sheriff with a scaffold and a dummy as a private piece of apparatus, and require him to practice daily at the Christian task of hanging a man until he becomes expert enough to allow the wretch the comfort of having his neck broken instead of being strangled to death? When will society do away with this infamous method of executing the death penalty, and adopt some plan more civilized?

If you desire to continue your subscription to the WEEKLY, and have not the money to forward at once, signify your desire, and let us know when we may expect the money, and your paper shall be continued.

THE TEACHING OF GERMAN IN THE COMMON SCHOOLS.

The Chicago Board of Education is wrestling with the question of teaching the German language in the public schools. What the issue will be is quite uncertain. So far the discussion does not seem to have turned much upon the merits of the question. It is a matter of more or less importance in all of our city schools, and educational sentiment we think is beginning to set strongly in one direction in regard to it. If we read aright this sentiment is decidedly against the teaching of German in our lower and intermediate grades. Of course policy often keeps the Solons of school boards from voting according to their real convictions. An offended German element is not a good thing for an office seeker to have in his ward, no matter in what American city he may live. But if the question were left to the thoughtful and observing educators of the country, the WEEKLY believes they would vote ten to one against German instruction in grades below the high school, and many German-American teachers would vote with them, to their credit be it said.

What better right have the Germans in a certain community to demand that their language should be taught at public expense to their children, than the Welch and the Swedes have to demand instruction in theirs? To one his mother tongue is just as dear as to the other. Consistency would require us to pay taxes to have all these languages taught where they are demanded, if one is taught.

The old reply to this old argument is that the German is so extensively used in some communities, and is of so much importance to a large part of the community, in a commercial and bread-and-butter sense, that it ought to be taught. In the first place this fully grants the evil of which we complain, viz.: that when Germans come to our shores they are not willing to leave Germany behind them; and then because the evil has once got a foot-hold in our midst, our German friends claim that we should exert ourselves to give it a perpetual lease in order that we may the more conveniently bear it. Why in the name of sense do not the comparatively few German fathers and mothers

learn the American language for German convenience, rather than call upon all Americans to learn the German language for American convenience?

Again, the German language is never taught in our public schools except upon a demand which is purely local and sectional,—a demand, we undertake to say, which ought not to be granted, especially when it plainly conflicts with national interests. Of course if our German friends desire by voluntary contribution to furnish private instruction in German to their children, it is their privilege. But when they pay taxes, they pay not as German, but as American citizens, and they have no right to demand that any portion of those taxes should be expended for any purpose that is not distinctly national and American. Their local claim should not be recognized by our school boards.

While we may not be entirely homogeneous, we are certainly not a mere conglomeration of communities from different nations, in which all languages and customs are to be recognized alike. The American language is the language of this country. And our German fellow-citizen who demands German instruction for his child may be truly patriotic; but his patriotism is that of a German and not of an American. His real devotion, no matter what his pretense may be, is to the fatherland, and not to his adopted country. It seems to us unreasonable and even impertinent to demand that in American common schools instruction to any portion of the children should be given in any language but the American language. Whether or not these foreign languages may be taught with propriety in the high school as a means of culture and higher discipline is not a question with which we are now dealing. But that the American common school should be used to perpetuate and foster in our midst the distinctive traditions, and speech, and sympathies of any foreign nation is preposterous. If American institutions and the American atmosphere are so attractive to German parents, American speech ought to be good enough for their children. This is not compelling them to abandon their mother tongue. If that is so dear to their heart let them stay at home and enjoy it. But if they come to America to live, and to enjoy her privileges, is it not fair to demand that they shall become actual American citizens, and that they shall cease their efforts to prostitute our own institutions to the purposes of preventing assimilation, and of preserving themselves and their children as Germans although pretending to be Americans?

Space forbids our enlarging upon the impossibility of teaching German with any degree of efficiency in the lower grades and of getting any substantial return from the money appropriated for that purpose.

Do not forget that we cease to send the paper after subscriptions expire. If you wish your paper continued without interruption send us word by the time or before your last number reaches you.

REVIEWS.

The Paradise of Childhood. A manual for self-instruction in Friedrich Froebel's Educational Principles, and a practical Guide to Kindergarten. By Edward Wiebe. With Seventy Four plates of illustrations. Paper cover, \$1.50. Cloth and gilt, \$2.00. Milton Bradley & Company, Springfield, Mass.

This is a new edition of what the publishers claim was the first kindergarten guide with the complete plates, published in the English language. The work has been condensed so that it is

now one dollar cheaper than formerly, and yet just as serviceable. It is put up in eighty-six double-column quarto pages exclusive of the plates; and being on super-calendered paper makes and elegant book.

We are so profoundly impressed by the repeated statement that it is rash if not impious for a person to pretend to any knowledge of this esoteric science of kindergartening who is not in the true Apostolic succession that we shall not presume to put our soul in jeopardy by discussing this work on its merits. However, if we were only sure that Mr. Wiebe stands recognized by the holy conclave of orthodox kindergartners as among the truly anointed, we might venture to say that, so far as we can see through the scales that without doubt hang over our undedicated eyes, we have no fault to find with his work. Indeed, as he seems to have the shibboleth of the orthodox in taking pains to advise us to "discriminate between the spurious and the real" in kindergarten work; and as he seems to have proper reverence for those patron saints, Miss Peabody, and Mrs. and Miss Kriege; and as he acknowledges indebtedness to several German works; and since finally, and more than all, he was in early life acquainted with Froebel,—without which honor it would be hardly safe for any kindergartner to deny being an imposter—we do not see but that Mr. Wiebe possesses the four marks which distinguish the "real" stuff from the "spurious;" and that it will be safe to assume that he is in full fellowship with the "regulars;" and as it is your "regulars" that are to be feared and placated, we shall say that in *The Paradise of Childhood* we have found more satisfaction than in any other one of the several works on this subject which we have examined.

But to speak more really in *propria persona*, the WEEKLY thinks the book a most excellent one, and does not know where else to tell mothers and teachers who are interested in this matter to expect to find for the money more of what they seek.

A Hand Book for the Kindergarten. With Seventy Five full page Lithographic Plates, prefaced with Brief Practical Suggestions to Kindergartners. With directions and Suggestions by the Florence Kindergartners. Price \$1.00. Publishers, same as above.

In this hand-book the plates of the preceding book have been collected and prefaced by new notes, designed to be of practical value as suggesting the use of the plates. The publishers think that the "notes on the Second and Seventh Gifts are worth double the cost of the whole work to any kindergartner;" they are certainly suggestive essays.

Grube's Method. Two essays on Elementary Instruction in Arithmetic, with practical hints and illustrations, for primary teachers. By Louis Soldan, Principal of the St. Louis Normal School. Vaile & Winchell, Chicago, Ill.

In these essays Professor Soldan does not pretend to recommend Grube's method of teaching Arithmetic, but "simply to submit a new and important method to the thoughtful consideration of those who are interested in the matter." But the method does not lack friends and supporters to-day all over the land. Some time before its adoption in the schools of St. Louis, six years ago we believe, it was made a part of the regular course of the schools of San Francisco. Through the mention and explanation of it in many school reports both city and state, there are probably few teachers who have not heard of Grube's Method. But the number is small of those who understand it, and still smaller is the number of those who attempt to carry it out in their practice.

In these two essays Prof. Soldan has put primary teachers under great obligation,—an obligation we are happy to say that has

already been recognized by a great many. The essays abound in practical illustrations of all the steps which Mr. Grube would have teachers take in presenting the elements of number to little children. The book is one that every school superintendent and primary teacher should possess. We know of nothing which presents so full, so complete, and so practical a translation and condensation of Mr. Grube's work as this little book by Prof. Soldan.

(See advertisement on another page.)

How to Read, and hints in choosing the best books, with classified lists of works on biography, history, criticism, fine-arts, fiction, poetry, religion and science, language, etc. By Amelie V. Petit. pp 220. Price 1.00. New York: S. R. Wells & Co. Chicago: Jansen, McClurg & Co.

This book will doubtless prove serviceable to many persons who are ready to be advised as to what to read and what books to buy. Much cannot be said for its literary excellence. But this will not stand in the way of its usefulness to those who most need such a book. Also more can be said for the author's intention than for his vigor or depth. This again might be said of many a useful work. The book contains many valuable suggestions. From a metaphor the author uses in his dedication something of his literary power may be judged, and also of his scholarly humility from the sentiment expressed. "To the Rev. —, and Rev. —, Men who have helped me to see the great head-light of the Universe, by which to read clearly, books, nature, and life."

The Amateur's Hand-book of practical information for the workshop and the laboratory. Price 10 cents. The Industrial Publication Co.

This is a very useful little book to have in a family or school where there is any disposition to "fix things up," or any manifestation of the inventor's spirit. It contains full recipes and directions for such operations as these: staining and polishing wood, tempering tools, preparing skins, water-proofing etc.

Do not expect a circular or a postal-card to notify you when your subscription expires. Look at the number after your name on the label. If you think the WEEKLY is worthy of your support notify us of your renewal.

HIGH SCHOOL TALKS.—NO. IX.

ABOUT TO-DAY.

AT the beginning of the year many people fancifully atone for past delinquencies by making good resolutions for future conduct. It is a cheap and easy way to relieve a guilty conscience, and it permits one to settle quietly into the old ways with a sort of mild delusion that somehow or other in a few days a change for the better will surely come.

It is much easier to resolve to do better next week than it is to do well to-day. There are people so loaded down with the vast responsibilities of the future that they are able to see nothing of work or duty in the bright light of the present. They have telescopic eyes and look away in the distance for what they have to do. What they should do is to adjust their vision so as to see what lies within the limits of to-day.

Perhaps there is nothing which is the object of so many good intentions as is time; and these good intentions are renewed at the beginning of every new year. But the same mistake is made with regard to time as with regard to duty.

If there is anything easier than to be economical of the hours that have not come, it is to be prodigal of those we have. The

best way to take care of the future is to take care of the present. The way from the cradle to the grave may be very long, but it is also very narrow. You can go by but one way; and that is by the way of To-day. What a narrow road we travel! Care is needed at every point. Each day should afford you eight hours for earnest work. Now if a proposition should be made to you to waste the present year, you would reject it with indignation. But it is very easy to waste a year by wasting two hours every day. Four years will complete the loss. What would you think of a man of business who would deliberately throw away one-fourth of his capital? Time is all the capital that many of us have. It is so given to us, too, that we need not squander a moment. What I would like to impress upon you is the value of to-day. It is all of time that you will ever have.

"Trust no future, howe'er pleasant;
Let the dead past bury its dead;
Act, act in the living present,
Heart within, and God o'erhead."

Horace Greeley said that the way to resume is to resume. The way to do is to do. The things to be done are within your reach. Instead of the telescopic vision I would advise you to cultivate near-sightedness to such an extent as to see the little things that lie right in your way.

Resolution and action should travel hand in hand; otherwise resolution is nothing more than "sounding brass or a tinkling cymbal." Resolution must sometimes get very lonely while waiting for action. When the end of a term has come, I have frequently seen pupils worried that they have not had a higher class standing. Now, the best time to be exercised over the close of a term's work is at its beginning.

If you must indulge in worry at all, the best way is to have it where it will do the most good. Take care of to-day, and to-morrow will take care of itself.

J. W. D.

Does your subscription expire with this number? Send in your renewal without delay.

SOME IMPORTANT PRINCIPLES OF SCHOOL LAW.*

JOHN H. LOOMIS, Prin. of Wells School, Chicago.

(Concluded from last week.)

3. Power to dismiss teachers for incompetency, cruelty, etc.

Although teachers may be dismissed for incompetency, they are not subject to the whims and caprices of directors, but may bring an action against such directors for payment for the full time for which such teacher was employed, and it is for the directors to establish the fact of incompetency as charged, or the teacher will recover the entire salary.

In *Neville v. School Directors* 36 Ill. 71. "A teacher may, no doubt, be discharged by the directors of the district for incompetency or neglect of duty, but it devolves upon the board of directors to prove the fact. The granting of a certificate of qualification by the school commissioner to a teacher, is *prima facie* evidence of the fact of his competency, and when directors discharge such a teacher, after he has been employed, they assume the burden of proving the existence of the grounds for which he is discharged. The law does not require the highest order of talent, capacity, and qualification in a teacher, but he must possess at least qualifications equal to the average of his profession, as a teacher."

In *School Directors v. Reddick* 77 Ill. 628. "If the school directors discharge a teacher before the expiration of the time he is employed to teach, on the ground of incompetency, the burden of proof is upon them to show that fact, in a suit by the teacher, for the wages due him for the entire term. If a school teacher has the certificate of the Supt. of schools of his qualification to teach, this will be *prima facie* evidence of his qualification."

On the other hand, teachers cannot leave their schools after teaching a part of the time for which they were employed, and recover wages for the time taught. The law protects both district and teacher in their respective rights.

(*Read before the Illinois State Teachers' Association, Dec. 27, 1878.)

In *Swansy v. Moore*, 22 Ill. 63. "If a party agrees to labor for a year for a certain sum, he must labor for that time to be entitled to any compensation. He is not bound to labor longer than he pleases, but if he abandons the contract voluntarily, he need not be paid for the time he does labor. If a party agrees to labor for a fixed period, and quits before that period has elapsed, without any sufficient cause, or for any cause he has provoked, he cannot recover for the time he has labored."

In *Badgley v. Heald*, 4, Gilman 64. "A contract to labor six months for 8 dollars a month is an entire contract, and to entitle the party to recover for his services, he must fully perform on his part unless released by his employers, or compelled to leave his employment for some justifiable cause."

4. Directors may discharge a teacher for cruelty.

The direct inference to be drawn from this is, that the legislature recognized the common law doctrine, that it was the duty of teachers, under certain circumstances, to inflict corporal punishment. Teachers have a right to chastise pupils for disobedient or refractory conduct. This right was given by the common law of England, which, in a modified form, is also the law of this country. You will find in Kent's Commentaries, Vol. I, page 182, the following language: "When a country is claimed by right of discovery and occupancy, the discoverers and new occupants carry with them all the general laws of the mother country applicable to their new situation as colonies, and they become, *ipso facto*, the laws of the country. Such was the case with the United States, when they were first colonized by Great Britain, and Chancellor Walworth says this was the case with New York, although the English acquired it of the Dutch by conquest, but held it by the prior right of discovery."

The Common Law of England was transplanted to American soil. It is now essential to ascertain what the common law on this point was in England. The following English decisions will show:

In 3 *Salkeld*, 46. "A master may justify the beating of his scholar, if the beating is in the nature of correction only, and with a proper instrument."

In 1, *Petersdorff's Index* 568. "It is a good defense to prove that the alleged battery was merely the correcting of a child by his parent, a scholar by his master, or the punishment of a criminal by the proper officer, provided the correction be moderate in the manner, the instrument and the quantity of it; or that the criminal be punished in the manner appointed by law."

In *Sander's Pleadings and Evidence*, p. 144. "A master may justify the moderate correction of his scholar."

It is unnecessary to quote more English decisions, these will show clearly what the common law was, on this point, in England.

If it can be shown that American Courts have made similar decisions, it will certainly place this doctrine upon sure legal grounds.

In *Rulison v. Post*, 79 Ill. 567. "The school directors have no power to expel a scholar for any reason except disobedient, refractory and incorrigibly bad conduct, and only for these, after all other means have failed."

In *Sander v. Seaver*, 32 Vt. 114. "Though in general, a school master has no right to punish a pupil for misconduct committed after the dismissal for the day, and the return of the pupil to his home, yet he may, on the pupil's return to school, punish him for any misbehavior, though committed out of school, which has a direct and immediate tendency to injure the school and to subvert the master's authority. A school master is not relieved from liability in damages for the punishment of a scholar which is clearly excessive and unnecessary, by the fact that he acted in good faith, and without malice, honestly thinking that the punishment was necessary both for the discipline of the school and the welfare of the scholar. But if there is any reasonable doubt that the punishment was excessive, the master should have the benefit of it."

"Upon the question whether the punishment of a pupil was excessive or not, evidence that the ordinary management of the latter, as a teacher, was mild and moderate, is not admissible. It seems, however, that such evidence would be admissible in regard to the question whether the punishment was wanton and malicious."

"Whether a rawhide is a proper instrument of punishment of a pupil by his master, is for the jury to decide, in consideration of all the circumstances of the case."

"Upon the question whether a school teacher acted maliciously in the punishment of a scholar, it is competent for the former to show that in other schools in the vicinity, the same instrument of punishment is used as that resorted to by him."

"In trespass against a school master for the punishment of a scholar on account of misconduct out of school, it was held, that it was competent evi-

dence against the charge that the punishment was excessive, to show that at a former trial of the same case, no claim of that kind was made, but that the plaintiff then only claimed that the master had no right to punish for such misconduct."

In *Hathaway v. Rice*, 19 Vt. 108. "The right of a school master to correct his scholars has always been practically and judicially sanctioned, but the chastisement must not exceed the limits of moderate correction; and though courts are bound, with a view to the maintenance of necessary order and decorum in schools, to look with all reasonable indulgence upon the exercise of this right, yet, whenever the correction shall appear to have been clearly excessive and cruel, it must be adjudged illegal."

In *Wharton's American Criminal Law*, page 314. "The law confides to school masters and teachers a discretionary power in the infliction of punishment upon their pupils, and will not hold them responsible criminally, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify their own evil passions."

In *Cooper v. McJunkin*, 4 Ind. 290. "A teacher, in the exercise of the power of corporal punishment, must not make such power a pretext for cruelty and oppression; but the cause must be sufficient, the instrument suitable, and the manner and extent of the correction, the part of the person to which it is applied, and the temper in which it is inflicted, should be distinguished with the kindness, prudence, and propriety which become the station."

In *Gardner v. The State*, 4 Ind. 633. "The doctrine laid down in *Cooper v. McJunkin*, in relation to the right of teachers to chastise their pupils, is adhered to."

In "*Reeves' Domestic Relations*," page 534. "The school master has a right to give moderate corporal correction to his pupils for disobedience to his lawful commands, negligence, or for insolent conduct. A school master, in his own right, and not by delegation, possesses this power."

In *State v. Pendergrass*, 2 Devereaux & Battles, 365. "The law confides to school masters and teachers a discretionary power in the infliction of corporal punishment upon their pupils, and will not hold them responsible criminally, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify their own evil passions." In passing this topic, the language of Judge Gaston seems peculiarly appropriate. "It is not easy to state with precision, the power which the law grants to school masters and teachers, with respect to the correction of their pupils. It is analogous to that which belongs to parents, and the authority of the teacher is regarded as a delegation of parental authority. One of the most sacred duties of parents is to raise up and qualify their children for becoming useful and virtuous members of society; this duty cannot be effectually performed without the ability to command obedience, to control stubbornness, to quicken diligence, and to reform bad habits; and to enable him to exercise this salutary sway, he is armed with the power to administer moderate correction, when he shall believe it to be just and necessary."

5. To direct what branches of study may be taught.

The doctrine of the Supreme Court of Illinois seems to be somewhat different from that of some of the neighboring states. A comparison of the following decisions will show wherein that difference consists:

In *Sewal v. Board of Education*, 29 Ohio State, 89. "Where instruction in rhetoric was given in any grade or department of such schools, and one of the rules adopted by the board for the government of the pupils therein, provided that if any pupil should fail to be prepared with such rhetorical exercise, at the time appointed therefor, he or she should, unless excused on account of sickness, or other reasonable cause, be immediately suspended from such department. Held that the rule was reasonable. Where the teacher of such department, with the consent of the board, for a failure to comply with the rule, or to offer any excuse therefor, suspended a pupil until he should comply with the rule, or offer a reasonable excuse for his non-compliance, neither the board of education nor the teacher is liable therefor."

In *Board of Education of Cincinnati v. Minor*, 23 Ohio State, 211. "The legislature having placed the management of schools under the exclusive control of directors, trustees, and boards of education, the courts have no rightful authority to interfere by directing what instruction shall be given, or what books shall be read therein."

The doctrine of the Illinois courts differs from that of the above decisions, as will be seen in the following decisions:

In *Rulison v. Post*, 79 Ill. 567. "Under the school law, the school directors have power to compel the teaching of other and higher branches than those enumerated in the law, to those who are willing to receive instruc-

tion therein; but it is purely optional with parents and guardians, whether the children under their charge shall study such branches. The law having conferred upon each child the right to be taught the branches enumerated therein, any rule or regulation which, by its enforcement, would tend to hinder or deprive the child of this right, cannot be sustained."

In *Trustees of Schools v. Van Allen*, quoted from *Chicago Legal News*. "Suit brought by a father against the trustees of a school for not admitting his son, unless he stood examination in all the studies in the prescribed course of the lower grades, including grammar, which study, at the father's request, the son had not pursued. Held, that if the study of grammar had no connection with the studies which he wished to pursue, it could make no possible difference to the pupils, or those in charge, whether the applicant did or did not understand that study; that a father might have very satisfactory reasons for wishing his son perfected in certain branches of education, to the entire exclusion of others, and so long as in so doing none others are affected, it could be of no concern to those having the public schools in charge; that the requirement of a knowledge of grammar is indispensable to admission to the high school is, under the circumstances, unreasonable, and should therefore be disregarded."

6. School Boards "may suspend or expel pupils, etc."

In *Rutison v. Post*, 79 Ill. 567. "School directors have no power to expel a scholar for any reason except disobedient, refractory, or incorrigibly bad conduct, and only for these after all other means have failed."

In *Donahue v. Richards*, 38 Maine, 376. "The parent of a child expelled from a public school by order of the superintending school committee can maintain no action against them for such expulsion."

With this decision my task is ended. Let me add, that in investigating the various decisions of different states, what I anticipated as a severe task turned out to be a real pleasure. Those presented for your consideration are but a few selected cases upon the various points which I thought would be of most interest to you as teachers. None of these presented have been overruled, but stand as the exponents of the school laws of the land. I have no further comments. You will draw your own conclusions.

GOLDEN STATE CORRESPONDENCE.

STATE TEACHERS' ASSOCIATION.

BY JAMES FAULKNER.

THE State Teachers' Association of California, held in Oakland 2-4 of Jan., was unusually interesting. About 125 teachers were present at the opening and the number increased to over 250 before its close. Pres. John Swett of the S. F. Girls' High School called the meeting to order with appropriate remarks.

Dr. R. E. Cole, Pres. Oakland Board of Education, made the address of welcome. It was most appropriate. After a five minutes whispering recess, the President read a lengthy paper relating to the Profession of Teaching. Intermission was taken until 1:30. Coffee was served by Supt. Campbell of Oakland, at the Board of Education rooms. Gen. Walker of the State University read a paper on arithmetic, the first science, and parent of all the sciences. Some persons, said he, who can neither read nor write are found quite proficient in numbers. Dwelt at length upon arithmetic as a developer of the reasoning faculties, not try to go too fast with it as a study. When the pupil had learned a little he had done something, but when he had got a smattering of much he had done nothing. More, he had sustained a damage. An interesting historical sketch was given of the subject. Traced its pedigree to the Greeks. Thales, Pythagoras, Eratosthenes, Diaphantus of Alexandria, Hypatia, and Gerbert were mentioned among ancient mathematicians. Wm. Lord Brouncker, Maunlicus, Vieta, Napier, Briggs, Wallis, Pascal, Huygens, and Fermat were remembered moderns.

At this stage of the proceedings the association was divided into three sections: Superintendents, Grammar, and Primary, for the remainder of the afternoon.

The Superintendents' department was presided over by Mr. Gilson of Alameda county. About a dozen superintendents were present. They discussed at length, "What is the best system for the examination of teachers," and "Should the next Legislature declare all existing certificates and diplomas granted by state, county, and city boards of California" void, and provide for a reexamination?

All expressed themselves dissatisfied with the present system of examinations, but few thought it right or best for all the teachers to be reexamined.

It was stated by good authority in the discussion, that there is an excess of 3,000 teachers in the state.

In the grammar section, presided over by Pres. Swett, were discussed the subjects of Reading and Spelling. The chairman introduced the topics with short papers. A very interesting session was held and much profitable discussion and inquiry was participated in. Reading in concert, newspapers in schools, position of pupils in reading, were considered at length.

In a vote of the section on "whether pronunciation of syllables in spelling was considered best," it was found that a majority were in favor of no pronunciation.

Mrs. Griffith of San Francisco called the Primary section to order. She gave an address on "How can we best stimulate mental activity." She advocated encouraging children to ask questions; the torment of indolent mothers and thoughtless, impatient teachers. A lady told how she interested her pupils of the lower grades in geography; she told them the story of a child who was put in the river Nile, and asked them to find out something more about the wonderful river. The next day some had found out the name of the child, some had learned about the overflow of the river, and others were quite anxious to buy a geography which suggested such wonderful things.

Suggestions regarding reading were made. Juvenile magazines highly commended. It was thought that the real work of teaching language began in the lowest grade. Teachers should always show appreciation of what a pupil does. The use of numbers must be taught from objects. Buttons and bogus currency used. Teachers should visit parents more. Morals and manners discussed, etc.

At the evening session Professor Becker of California University addressed the Association on "Teaching as a Career." This was one of the ablest efforts of the occasion.

Mr. Chas. H. Shinn made an address upon the recent exposures. He thought of the 4,000 certificates held in California, probably one-half of them had been obtained fraudulently. Pres. Swett in reply said that he had been connected with examination boards in this state for fifteen years and that he knew the great majority of certificates were obtained by honest efforts. He believed that 3 per cent would cover all the frauds, and that 97 innocent parties should not suffer for three guilty persons.

(Concluded next week.)

OFFICIAL DEPARTMENT.

IOWA.

HON. C. W. VON CÖLLN, SUPT. OF PUBLIC INSTRUCTION.

1. If it is understood that the principal of a school has charge of other rooms besides his own, he has the same power in managing the children that is given to the teachers by the law.

2. When children desire to attend in other districts than their own, the provisions of section 1793, and of chap. 41, laws of 17th Gen. Assembly amending the same, must be strictly complied with. Any other action than compliance with the absolute and explicit terms of the law will render the collection of tuition impossible.

3. If the board have deposited with the county treasurer the amount assessed by the appraisers in accordance with the provisions of sec. 1827, S. L. 1876, we think the courts of law would hold that the district had come into possession of the site.

4. When a change of boundaries between districts is desired, and one of the boards acts favorably to the change, a petition may be presented to the other board to concur in that action, although they may have formerly refused to grant a similar petition. From the action of the board upon this petition, refusing to concur, an appeal may be taken.

5. If it is urged that an action of the board is void on account of an informality in the notice for the meeting, or other irregularity, the remedy is not an appeal, but an application to the courts of law for an injunction to restrain the board from carrying into effect their pretended action.

DES MOINES, Jan. 15, 1879.

EDUCATION IN A NUTSHELL.—The late Dr. Charles Hodge said: "The requisites of a good teacher are: knowledge, ability, fidelity, and tact." And he added that many who possess the first three fail for want of the last. A certain living person ventures to add his experience. What is required in order to be a good and successful teacher, and not die right away, is, a union of Encyclopedia, Missionary, and Hercules.

Practical Department.

ABOUT ORDER.

To the Editor of the Weekly:

In Number 92, under "Mistakes in Teaching," I find some things I do not quite understand. 1. "It is a mistake to suppose that order means perfect quiet or stillness." What constitutes *good order*? How quiet should a school-room be?

2. "It is a mistake to call for order in general terms." In my own school I sometimes say, "We must have less noise," or make use of some equivalent expression. Is that calling for order in general terms?

Respectfully,

SOPHIA CLARK.

JACKSONVILLE, ILL., Dec. 30, 1878.

What constitutes good order depends very much upon circumstances. What would be regarded as good order in a high-school room might be very poor order in a primary school, just because it would be too good, and obtained by too much constraint and repression. And what might do very well in a small school might be quite intolerable in a school of fifty or sixty.

The great rule to be followed is the rule of economy—to obtain the greatest and best results with the least expenditure or waste. While we believe that a good school is utterly impossible without good order, still we believe that many teachers spend so much labor in "keeping order" that their teaching amounts to but little. Secure that degree of quietness which enables and stimulates your pupils to do the best studying and reciting, and yourself the best teaching.

Now it is not natural for any person to sit perfectly quiet for any great length of time. To do so requires a special effort which hinders rather than aids real earnest study. To require of little children that death-like stillness which is sometimes met in schools renowned for their order is little less than criminal. Little ones must be allowed to change position with considerable freedom. It might be said almost literally that the supreme law of the primary school is orderly motion as the basis and accompaniment of all instruction. In the intermediate and higher grades, the great fact prevails that movements of the body will unconsciously take place when the mind is earnestly engaged in study. This presents no excuse for habitual dropping of pencils and rulers, the rustling of books, etc. Nor will the highest good of the school be found in ordinary cases to tolerate "whispering," interruptions of the teacher when hearing recitations, etc. Good order means good, healthy, mental activity, with every pupil attending to his own business, and doing nothing to distract the attention of anybody. It does not mean every child as straight as if he had a "bone in his back," and the room so quiet that "you could hear a pin drop," or necessarily hear the clock tick. It is too often forgotten that good order is a means and not an end in school-life. The most eager and profitable work is seldom done in the stillest schools.

2. As a general notice that a recitation or some special work is about to begin, or in a school—a rare one—where every pupil is ready to do right, there can be no harm in saying, "We must have it more quiet now." But if it is said because the children are unruly, and are consciously indulging in disorder when they know your expectations, we judge it worse than useless to attempt to secure quietness by general terms. In such disorder some pupil is doing wrong, and good discipline ought to detect very soon who the offender is; and the offender ought to know that an eye is directly upon him. Otherwise he will soon be joined by many like unto himself. But by using general terms you confess that you do not know just who the guilty one is, and

he feels greater security than ever in continuing his annoyance, as soon as your attention is again given to your regular work. You had better suffer and watch for some time, and until you *know* just who the trespassers are, and then set things to right with the directness and vigor that come of certainty, than to be continually beseeching the mischievous ones to be good in terms that tell them they are perfectly safe.

LIGHT FOR SCHOOL-ROOM, OR LIGHT FOR THE EYES.

To the Editor of the Weekly:

The school-house, in which I am teaching, stands with its one end to the south. The most of the light in the forenoon comes through the windows in the east side of the school-house, and in the afternoon, most of the light that comes into the school-room comes through the windows in the west side of the school-house. There are shutters to the windows, and I can shut them so as to admit light from only one side at a time. Will it protect the eyes of my scholars to have the shutters closed on one side of the house, for half a day, and then open these shutters, and close the others on the other side for the remaining half day? Give reasons for doing as you advise. Ought I to do different on cloudy days?

Yours Truly,

CHAS. IRLE, JR.

BLACK BROOK, WIS.

It must be confessed the WEEKLY has not much "light" to shed on this question. But wanting skill in the science of optics, it has never been able to see the reason for the usual professional advice, that light must not be admitted from both sides of a room. We know from experience that light entering directly in front of the pupils is a bad arrangement; as it is to read with your face turned toward the lamp. We know also that it is severe on the eyes when pupils are using pen or pencil, to have the light strike the page from the right, and not at all from the left, because the mark has to be made always in more or less of a shadow. But supposing good and sufficient light admitted properly from the left, we cannot see what harm can come from letting light in from the right also. Yet it may do injury; but the evidence or the reason of such injury we have never seen. It seems to us that too much light, if properly tempered and diffused, cannot be admitted to any room. If with our present impressions on this subject we were teaching in our correspondent's school-room, we certainly should keep the shutters open on both the east and west side all day long, and especially in cloudy weather. However, we would take pains by curtains or the shutters to prevent the direct sun-light from falling on the desks, and to temper the light so as to be agreeable to the eye.

There is no pretense of science in this answer, and we shall be glad to be enlightened ourselves as well as to benefit our questioner if somebody who understands the philosophy of the matter will give us the benefit of his knowledge.

ORDER DURING INTERMISSION.

To the Editor of the Weekly:

Will you please give me some information concerning order in the school-room during an intermission? Should scholars be allowed to talk above an agreeable tone of voice—as they are apt to do—or must everything be in an undertone—or *how*, when they cannot go out of doors?

Respectfully, Your Subscriber,

C. E. T.

BEMENT, ILL., Jan. 2, 1879.

We would say that scholars should not be allowed to talk above an agreeable and polite tone of voice in the school-room at any time, nor should everything be done in an undertone at recess. We do not approve of making a play-yard of the school-room, and yet we would allow in it the largest amount of freedom

and recreation that would be considered proper in the sitting-room of a well-ordered family. We do not believe in the motto once fixed upon the wall of a city school-room, "This room is sacred to study." The school-room ought to be sacred to every thing that will help to develop the child properly, and which might rightly occur in any room. This includes not only study, but, at proper times, sociability, and recreation, and joyousness, and communion. Of course children are apt to forget and carry their liberty too far. But are not teachers just as apt to forget that when each individual pupil is doing nothing but what is right for him, there can be nothing wrong in the order of the room? Of course the aggregate of a room full of voices at an ordinary pitch will be considerable noise; but in our view of the school-room, it is legitimate and should be tolerated.

CORRESPONDENCE.

WILL MR. MAHONY COME TO THE RELIEF OF A BURDENED SOUL?

To the Editor of the Weekly:

In Mr. Mahony's paper on "Our Burdens and Boons," I find the following: "Who drive fast horses? Dunces! Who marry rich widows? Dunces! Who build large blocks and live in elegant houses? Dunces! Who get all the fat offices? Dunces! * * * Then let us pity and admire the brilliant pupils, but respect and fear the Dunces."

Now, I would like to ask if the men who drive fast horses, marry rich widows, and get fat offices, are the most truly successful men? Are we to teach our pupils that they are the men to be respected, envied, and copied?

And does Mr. Mahony mean to say that the race is always to the slow, and that smart boys must necessarily make dull men?

Respectfully,

A YOUNG TEACHER.

DELAVER, WIS., Jan. 4, 1879.

[While Mr. Mahony is getting his explanation ready, let us ask "A Young Teacher" if it has not occurred to her that he is speaking of things as they are in the social and political world, and not of things as they ought to be, or as we ought to strive to have them. Be patient and faithful with the dunces.—ED.]

HOW TO USE YOUR PAPERS.

[After calling attention to the omission of a part of one of his solutions which we attempted to re-publish some time ago, Prof. Towle gives us a complete one. But we made the correction in the next issue. However, his postscript is so pleasant and contains such a good suggestion that we take the liberty of publishing it by itself.—ED.]

To the Editor of the Weekly:

It has occurred to me since writing the above, that it is probably with editors as with teachers—they are seldom cheered by well-merited praise for thoroughly good work; but are pretty sure to hear censure for any slip of judgment, or occasional ill-considered action. While everything moves on smoothly, people are satisfied to think you are doing your duty, just what you ought to do; otherwise there is fault found; and it seems much easier to poor average human nature to spy out here and there something to censure than to see the far greater part, the almost-all, which is worthy of praise. I wish to say that I read your journal with great interest, and extend its usefulness by taking it to my school for my pupils to read. I do not think it proper to set a money value on a paper that is well conducted and every way worthy of constant perusal. Such a paper appears to me as containing during a year the brain work of quite a number of editors, writers, and correspondents, which could not be obtained in any other way for many thousand dollars. All this I can have for almost nothing. So, keep on, sir, doing your best work, for this generation and those that follow; and bear in mind all the time that the results of your work, and the pay for it, will not be realized by you till the far-off hereafter. Then it will be fully, completely, understood.

Respectfully,

C. B. TOWLE.

HIGH SCHOOL, VALLEJO, CAL., Dec. 12, 1878.

ANSWER FOR EDWARD CROWE.

[We did not attend to Mr. Crowe's letter as closely as we should have done, before publishing it January 9, or we should have told him that all of his words are to be found in Webster's Unabridged Dictionary. He will find it profitable to cultivate the acquaintance of that useful book, and will excuse us for not giving space to the definitions.

As to the question, who was Gen. Lee, the leader of the partisan corps in Revolutionary War at the South, the following facts, all to be found in *Lippincott's Biographical Dictionary*, are furnished, with the definitions of the words, by three correspondents, who will accept our thanks and understand

why we refer the questioner for his words to the "head-light," to borrow a metaphor alluded to elsewhere.—ED.]

Gen. Henry Lee was related as second cousin to Richard Henry Lee, the signer of the Declaration of Independence, who introduced that measure into Congress. Gen. Henry Lee was born in Virginia, in 1756. His part in the war was admirable and highly appreciated. Besides capturing Paulus Hook and its garrison, he rendered important services at Guilford Court House, at the attack on Fort Mifflin, and with his famous legion of cavalry at Eutaw Springs. As a member of Congress he was chosen by that body to pronounce a eulogy on Washington, whom he characterized as "the first in war, first in peace, and first in the hearts of his countrymen." He was often called LIGHT-HORSE HARRY. He died in Georgia in 1818, leaving four sons, one of whom was the famous Confederate general, Robert E. Lee.

A QUESTION ON THE USE OF "BUT."

To the Editor of the Weekly:

In right-hand column, page 358, No. 98, of your WEEKLY, is the following sentence: "And if they do so join, there is little doubt BUT that they will secure the legislation they ask for." Please tell us in your next what use has BUT in the sentence?

Very Truly Yours,

"LOXA."

LOXA, P. O., Jan. 10, 1879.

[We refer Loxa to Webster's Unabridged Dictionary, the word *but*. To say, "There is little doubt that they will secure, etc.," is not saying what we want to say, except by an inference which anybody would probably make. To say, "There is little doubt but they will secure, etc.," is better, but in our opinion, is not so complete an assertion as to use "but that". How does it seem to "Loxa"?—ED.]

THE MERITS OF THE PATENT SYSTEM.

To the Editor of the Weekly:

At present is going on a kind of war in favor and against the patent system. Senator Windom's assault comes in favor of certain railroad and manufacturing companies. He is assisted by many politicians who would give, instead of a patent, a reward out of the pockets of the people.

Do you not regard the present patent system as a means of general education and as a stimulant to studies and useful occupation?

Yours very respectfully,

L. BURSTALL.

MILWAUKEE, WIS., January 5, 1879.

[While no doubt there are abuses and evils in the system of issuing patents at present, still its abolition would be, as it seems to us, a general misfortune. We hardly fear such a result from the present movement.—ED.]

A CORRECTION—GOOD COMMON SENSE.

To the Editor of the Weekly:

I was surprised to find in your report of the Executive Session of the Wisconsin Teachers' Association a statement that "Mr. Sprague entered a vigorous protest against the study of physiology in school, as in some degree demoralizing."

This is so entirely foreign to the idea I intended to convey, and so absurd a position to maintain, that I am constrained to set myself right in the eyes of your readers.

What I meant to say is this: That the study of physiology as taught in our public schools is so encumbered by useless and burdensome details as to be perverted from its true purpose.

This latter is, in my opinion, to give to the pupils a sound and reasonable basis of knowledge for the superstructure of facts relating to healthful living, which they may afterward gain. By means of this knowledge they may "try the spirits" of instruction on this subject which will constantly meet them, reject the false and hold fast the true. Furthermore, we should aim to impart to them ourselves such information as shall enable them to gain the greatest happiness from life and the best service from their bodies.

Now, considering the fact, generally conceded, that our course of study is already overloaded, it seems right that whatever does not conduce to the end I have mentioned should be stricken from our teaching of this subject; while all possible emphasis and effort be given to the things which it is desirable to impress.

Does not this appeal to common-sense?

Very Respectfully Yours,

A. R. SPRAGUE.

EVANSVILLE, WIS., Jan. 11, 1879.

CONSOLATION BY THE HORN-FULL.

To the Editor of the Weekly:

In haste I grab the ink-horn to write you a letter of consolation. Be not cast down, O my dear brother! for but few of your readers are so hard to please as "J. A. M." For my part, I should rather have one of your spicy editorials, than as many infinitives as there are stitches in a modern belle's wedding outfit. I do not like infinitives—I never did like them—and I hope I never shall. Do not bite your nails any more; but let them grow out long and strong, to claw out "J. A. M.'s" eyes if he says anything more about infinitives. I like the WEEKLY so well that I would not be without it for the prettiest girl that ever frowned when she saw her "feller" sleigh-riding with some other "gal." If you want any more consolation let me know it and I will be prompt to respond. Yours truly,

BIG FEET.

BLUE EAGLE, MO., Jan. 11, 1879.

Educational Intelligence.

EDITORS.

Maine—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.
 Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.
 Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.
 Illinois—Prof. John W. Cook, Illinois Normal University, Normal.
 Indiana—J. B. Roberts, Principal High School, Indianapolis.
 Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.
 Dakota—W. M. Bristoll, Supt. Public Schools, Yankton.
 Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.
 Nebraska—Prof. C. B. Palmer, State University, Lincoln.
 Michigan—Henry A. Ford, Kalamazoo.

The East—Prof. Edward Johnson, Lynn, Massachusetts.

The South—Prof. Geo. A. Chase, Principal Female High School, Louisville, Ky.

Orders for subscription may be sent to the above editors, if preferred. Items of educational news are invited from superintendents and teachers.

CHICAGO, JANUARY 23, 1879.

THE STATES.

MINNESOTA.—James K. Hull, principal of the public schools of Le Sueur, on the last day of school preceding the holiday vacation, was made the recipient of a very fine and handsome gold pen and pencil, the gift of the girls of the high school department.

The new school building at St. Charles was completed Saturday, Dec. 21, 1878, it being within the time—ninety days from the 21st of September—specified in the contract. The work was commenced on Monday noon, Sept. 23, 1878, and although some extras, as the work progressed, were deemed advisable, yet the whole work was completed by the contractor, Mr. C. D. Smith of Winona, within the short time specified. The *Times* states that the utmost harmony has prevailed between Mr. Smith and the Board throughout the work. The winter term of the graded school began January 6, in the new building.

Supt. Burt has completed the nineteenth annual report of the Superintendent of Public Instruction, which is said to be one of unusual interest to the citizens of that state. The superintendent makes a good argument in favor of the Minneapolis plan of vesting the power of taxation for public schools in the board of education. The report contains some interesting statistics. In the three principal cities of the state,—Minneapolis, St. Paul, and Winona—the following figures show respectively the condition of the schools: Cost of buildings, \$305,502, \$243,328, \$128,338; cost of apparatus, \$800, \$425; superintendents' salary, \$2,500, \$2,000, \$2,000; salary of principal, \$1,500, \$1,500, \$1,500; average month's salary of teachers, \$55.72, \$46.50, \$52.90; number of teachers, 102, 84, 33; number of scholars enrolled, 5,270, 4,402, 1,788; number studying Greek, 10, 23, 5; number studying Latin, 137, 125, 53; number studying German, 14, 315, 52; number studying French, 7, 28, —; number intending to take a higher course of study, 11, 26, 5. The report shows that about 300 districts in the state have ordered books through the superintendent under the Merrill law. Supt. Tonsley, in reporting for Minneapolis, says:

"So far as regards new plans, we have simply to say that while nothing radically different will be attempted, much we have been doing hitherto will be greatly qualified. The study of arithmetic will be retrenched; fewer processes and greater familiarity with these few, will be insisted on. Language will be studied more as an art, and the drill of grammatical analysis and parsing will be greatly abridged. Geography, which has been the Alpha and Omega of common school instruction, will be compressed into one book and its higher features will be given through oral lessons. We shall have our course of study in the high school so arranged that it will articulate with the State University, and pupils leaving us will be prepared to enter there either the classical, modern English or scientific course."

ILLINOIS.—The educational sentiment in Cook county, outside of Chicago, is decidedly improving under the efficient labors of County Superintendent A. G. Lane. The monthly meetings of the Cook County Teachers' Association alone indicate a lively interest in the school work among teachers, and Mr. Lane is always at his post urging on every possible effort for the improvement of the schools. A popular superintendent is one of the best possible agencies for promoting the educational interests of a county.

The Chicago Board of Education made estimates for expenditures for the year 1879, Thursday evening, Jan. 2. The following totals appeared in the

report of the committee. Repairs to school houses, \$16,355; repairs and additions to heating apparatus, \$5,000; rental of sites and buildings, \$31,965.44; incidental expenses connected with the erection of new school buildings, \$28,575; new sites, \$40,000; new buildings, \$100,000; total, \$221,875.44. The total expenditure last year was \$100,308.27. Engineers' and janitors' salaries, \$45,000; fuel supply, \$32,000; school-house supplies, \$2,255; school supplies, \$4,105; total, \$83,360. The expenditures last year were \$64,099.50. This amount includes the actual money expended, not counting in the liabilities of the year still unmet. Apparatus and furniture, \$1,750; repairs, \$365; furnishing school buildings, \$8,550; total, \$10,665. Total for present corps of teachers' salaries for 1879, \$515,065; for additional teachers, \$13,260; for office employees, \$8,775; total salaries, \$537,100. Inspector Prussing moved to increase the salary of the principals of primary schools from \$900 to \$1,000 where there were more than twelve occupied rooms. Adopted. Last year the teachers and employees were paid \$508,552.25; for night schools, \$10,000. Last year's expense was \$5,148.71; for printing \$3,800; for advertising \$250; total \$4,050. The expenditure last year was \$2,489.67. A motion to make the salary of superintendents, \$3,600 instead of \$3,000, and of the principals of the three division high schools, \$2,000 instead of \$1,875 was lost.

A committee was appointed consisting of Worthen, Cosgrove, Burrill, Forbes, and Hill, for the purpose of drafting a constitution. The committee reported that the name "State Natural History Society of Illinois" had been decided upon by the Committee, and also that it should embrace in its scope botany, zoölogy, geology, anthropology, and biology. Any resident of the state of Illinois who was interested in scientific matters might become a member upon payment of \$3.00. The Society should hold semi-annual meetings, at such places as the majority of members of the Society determined. Considerable talk was had regarding the studies embraced in the scope of the Society as proposed, but finally the report of the Committee was adopted, section by section. The election of officers for the first year then took place, resulting as follows: President—Prof. A. H. Worthen, of Springfield; First Vice-President—T. J. Burrill, of Champaign; Second Vice-President—Prof. H. M. Bannister, of Evanston; Secretary—Prof. S. A. Forbes, of Normal; Treasurer—Judge H. N. Hibbard, of Chicago; Executive Committee—S. H. Peabody, Cyrus Thomas, and the President, Secretary, and Treasurer, ex-officio. The Society will hold its next meeting at the call of the Executive Committee.

WISCONSIN.—Prof. L. B. Heritage, who has been prosecuting his studies in Leipzig, Germany, for two years past, has returned to his home in Milton.

The Wisconsin Academy of Sciences held an interesting session Dec. 28, 1878, at Madison. Papers were read by Dr. Birge, of the University, on Nuegeli's and Haeckel's Theories of Variation; The Corals of Delafield, by J. M. Bull, of Beloit, in which he stated that the largest collection of fossils in the state has been formed in Delafield, Waukesha county, consisting of 68 species, 25 of which are new; Some Observations on the Recent Glacial Deposits of Switzerland, by Prof. T. C. Chamberlin, State Geologist; Some Points in the Geology of the Region about Beloit, by Prof. G. D. Swezey, of Beloit College; The Penokee Fault, by Prof. R. D. Irving, of Madison. As reported in the Milwaukee *Sentinel*, Prof. Chamberlain gave a careful and graphia description of the tornado which occurred on May 23, in Western Wisconsin. Prof. Chamberlain was at Mineral Point with a party of explorers and was able to watch the phases of the storm and study the character of the cyclone. His remarks were verbal and simply prefaced a more elaborate description of the same storm in a paper entitled the "Retardation of Winds in Tornadoes" by Prof. Daniels. The history of the storm in Wisconsin said Prof. Daniels, was but a small portion of the storm's history. It was simply its terrestrial history that was known in Wisconsin. The storm was traced by the signal service as having originated on the Pacific coast. Tornado clouds were noticed in Texas, and various meteorological disturbances were observed in many regions remote from where the wind cyclone struck the earth. Along the line of the storm, which extended sixty-four miles, people who noticed it saw wind clouds moving from various quarters which seem to come together before spending its fury on the earth, and this has given rise to the theory that it was here the cyclone originated. But Prof. Daniels is quite convinced that it was here that it first struck the earth. The time occupied by the storm in passing over the distance of 128 miles, was four hours. The velocity of the wind was registered at the various points along the route and the retardation was also closely calculated. A short account was given of the direction and distribution of the debris of the storm. At the conclusion of this paper, Prof. Chamberlain again made a few remarks,

taking issue with Prof. Daniels' theory, and elucidating his own idea of the local origin of the storm by further allusion to his observations of the tornado. Mrs. A. W. Bate of Milwaukee, read a paper on The Regime of the Nursery, which is very highly spoken of by the press of the state.

There has been no tardiness in the La Crosse high school for nearly a year, and none in the Fourth District for last term.

At the last meeting of the LaCrosse Board of education, D. D. McMillan was reelected President and C. W. Roby, was reelected Superintendent of Schools. The Board increased Mr. Roby's salary fifty per cent and will require all of his time to be given to the schools. Prof. Justus Burnham, of Waupaca, was elected principal of the Second District school and assumed charge last week.

The State Normal School at River Falls graduated a class of nine in the elementary course Dec. 19, some of whom will continue through the higher course. Regents Chandler and Whitford were present to assist Regent Andrews in the examinations.

The University has been for the third time within one year afflicted by the death of one of its faculty. Prof. W. J. L. Nicodemus, Professor of Military Science and Civil and Mechanical Engineering, died at his home in Madison, Jan. 6. He was 45 years of age, and had been connected with the University seven years.

IOWA.—The absconding treasurer of Center township, Pocahontas county, has been captured and will have to answer for his wrong doing.

Hon. Edwin Manning gave Iowa College an elegant piano as a Christmas gift.

The first term of the agricultural College for this year will commence about the first of March. Prof. H. W. Parker, of Amherst, Mass., the newly elected professor of zoölogy, will not begin work before next May.

Captain Chester, of the University, is lecturing to his class on the battle of Waterloo. His lectures are said to be very fine.

Miss Lida Collins, one of Oskaloosa's excellent teachers, has had no tardiness in her room for nine consecutive months. This was accomplished by her own personal efforts and the good will and assistance of her pupils. Her attendance has been above the average all the time, thus proving that punctuality was not secured at the expense of attendance. Who can show as good a record?

The Davenport school board expressed itself as follows concerning reform spelling: "Resolved, That we are in favor of the appointment by Congress of a Commission to act in conjunction with a like Commission from the British government to consider whether any changes are desirable and expedient in the orthography of the English language, this Commission to report the result of their investigation to their respective bodies."

Supt. Wilcox of Clinton county does not believe in making attendance compulsory at Normal Institutes. He says that conveying the idea that it is necessary to attend in order to get a certificate has had more to do with bringing the Normal Institute into ill repute than any other feature of its existence.

A number of the progressive schools of the state will take part in a comparative examination in English Grammar some time next month.

The Scott county board of supervisors has reduced county Supt. Clemmer's salary, in connection with that of some other officers.

Supt. Rowley replies to his critics in the January number of the *Central School Journal* with much force, vigor, and clearness. He thinks Mr. Shoup of the *Normal Monthly* ought to be just to him as well as generous to others, and that Supt. Clemmer's article in the *Normal* did not abound in weighty arguments and logically deduced conclusions.

PENNSYLVANIA.—Three years after the establishment of the county superintendency in 1854, the general law relating to normal schools was passed. That at Millersville had sprung into existence to meet a popular demand, and the state promptly took it under its charge and has nobly fostered it. In 1818 Philadelphia had established a "model school," expressly designed as a school for teachers. The school at Millersville was not fully recognized as a state normal school till 1859; that at Erie in 1861; the one at Mansfield in 1862; the one at Kutztown in 1866; the one at Bloomsburg in 1869; at Westchester in 1871; at Shippensburg in 1873; at California in 1874; at Indiana in 1875. The whole number of students that have attended the normal schools since their foundation is 36,879, of whom 1,485 graduated. During the past year the number of students in all the normal schools was 3,245, and in the model schools attached to them, 1,910. The number graduated

was 177. The value of the property owned by the several normal schools is estimated at \$20,569.76. The total income of the schools during the past year, including the appropriations paid them by the state, was \$429,718.52, and the total expenditures \$365,311.10. The state has given these schools for buildings and equipments, \$520,000; \$320,000 of which is secured by mortgages. In addition, the sum of \$208,526.81 has been appropriated by the state to aid students preparing to teach in attending these schools. The above facts, with many others of interest, are gathered from State Supt. Wickersham's last annual report, just issued. The Superintendent recommends a revision and codification of the school laws, and the furnishing of text-books without charge to the pupils in the public schools. He also makes good suggestions as to building school-houses, courses of study, closer supervision, the labor question, etc. The whole of the report is published in the January number of the *Pennsylvania School Journal*, which renders that number of special value to teachers and educators everywhere.

MISSOURI.—The Missouri State Teachers' Association met in four sections, at Farmington, Springfield, Macon, and Kansas City, Dec. 26, 27 and 28. More than 600 teachers were in attendance, and the addresses, papers, and discussions are reported as able, interesting, and practical. The next annual meeting will take place the last week in June, at St. Louis. The great body of Missouri educators are a unity in earnestly asking such legislation as will secure. 1. Efficient county supervision. 2. Normal Institutes in each and every county. 3. Six months as the minimum school term.

COLORADO.—The number of school districts in Colorado is 372, and the number of pupils enrolled is 16,648. The average attendance last year was 9,699. The school system of the state is improving in every way. The school property of the State is valued at \$474,771. There are 226 male teachers who receive salaries of \$49.90 per month. The 341 female teachers are paid \$46.95 per month. The cost per month of educating each pupil last year was \$2.72. The University of Colorado has 84 students, and a new library.

MICHIGAN.—Supt. Charles A. Sanford, of Lansing, announces that the second semi-annual teachers' class of the Lansing public schools will begin its winter term Feb. 3, 1879, in the high school building, and continue eight weeks. Lansing is central, easily accessible by railroads, has fine and commodious school buildings, and is one of the most desirable cities in the state in which to attend school.

KANSAS.—One of the most ably edited educational columns in the weekly press of the country comes to us from Hutchinson. It is edited by J. R. Campbell.

ARKANSAS.—The officers of the State Teachers Association for the ensuing year are Prof. R. H. Parham, Jr., Little Rock, President; Miss J. Kenneor of Little Rock, Vice President; H. C. Hammond of Little Rock, Secretary.

KENTUCKY.—The *Educational Fireside* is the name of a new educational monthly in Lexington. W. E. Shaw is editor.

NEW ENGLAND.—It is said that many persons who are too young are permitted to teach in the public schools of Maine. At the examination of fifty teachers in one of the normal schools it was found that 12 per cent began teaching before fifteen years of age. It is asserted further by a speaker before the Maine Educational Association that the great mass of the 1,200 committee-men employed in the different towns in the state are as ignorant as the teachers of the best ways and means of school management.

Apparatus for teaching the metric system has been distributed to the Boston grammar schools, and the primary schools will soon be similarly supplied.

The first term of the Western Normal School, at Gorham, Maine, will begin on Wednesday, Jan. 29, and continue twenty weeks.

The property of the Hallowell (Maine) Classical School has been attached, and unless \$20,000 are raised within a few months, it will be sold and the school discontinued. It is believed that the necessary sum will be raised.

The new Superintendent of Schools for Maine, is Prof. N. A. Luce. Mr. Luce is well known to the fraternity all over Maine as an able scholar, an exact business man, and a pleasant, genial companion.

There are 22 students in the senior class of Bowdoin College, 36 in the junior, 45 in the sophomore, and 37 in the freshman. The Medical department has 93.

LITERARY AND MISCELLANEOUS.

—The *American Antiquarian* will begin the new year much enlarged and improved. The price will hereafter be \$3.00 per year in advance. A full corps of editors has been secured, each one of whom will have charge of a special department. The list of contributors and correspondents includes many prominent scholars and investigators in all parts of the country. The Magazine may be said to be fully established, and has already taken high rank.

—Another evidence of the increasing interest in educational matters in Ontario, Canada, is the establishment of a second educational journal at Toronto, called the *Canada Educational Monthly*, the first (January) number of which has just come to hand. It is edited by G. Mercer Adam, well known in Canada from his connection with the *Canadian Monthly*, and other publishing interests. This first number is a good one, containing sixty-four pages of reading, besides thirty pages of advertisements. The subscription price is \$1.50 per year.

—To any teacher who wants selections from the best current foreign literature to read during his spare hours, we recommend the *Saturday Magazine*. It is a new periodical, edited by Fred. B. Perkins, Boston, whose name is familiar to book readers and book purchasers. Mr. Perkins made no announcement of the periodical, but its real merit has quickly attracted the attention of magazine readers, and it has, already, an excellent start. If its aim is realized, it will have also a successful career. Its prospectus says that "it solicitously chooses, from the best works of the best writers in the best periodicals of the present day, the best specimens of their work—stories, poems, sketches, scientific discoveries and inventions, every account of every good thing accomplished in arts, in social organization, in the practice of comfortable living." Its editor finds room in each number for some of the freshest notes of the most varied character. Subscription price, \$3.50; with the WEEKLY \$5.30.

—The *International Review* will hereafter be issued monthly, without any material reduction in size. The annual subscription price remains \$5.00, but the price for single numbers is reduced to fifty cents.

—Prof. Watson, of Michigan University, has written a long letter to *Nature*, published in London, in which he expresses great surprise that Prof. Elisha Gray should claim to be the inventor of the speaking telephone. Prof. Gray's friends in and about Chicago will not have their faith in him materially shaken by the letter.

—One of the best office calendars is the "Combination Almanac-Calendar," published at the corner of Fulton and Front streets, Brooklyn, N. Y. It is the most complete and satisfactory, as well as the most convenient, calendar, that we have ever seen. This year's edition is better than last.

—Lasell Seminary, at Auburndale, Mass., is really doing many *unusual things*, with a view to help girls to be *self-helpful* and *ready for life's duties*. Two-thirds of the girl graduates marry within two years after they are out of school, and are not *half ready* for wife-hood or motherhood. This school is aiming to make them fitted to be practical, strong, intelligent wives and mothers.

—It is understood that a daughter of Levi Bartlett of Boston has signified her wish to give \$35,000 to endow a chair of mental philosophy and metaphysics in Dartmouth College.

—Henry Kiddle was recently unanimously reelected superintendent of the New York City schools at a salary of \$5,225. T. F. Harrison and N. A. Caulkins were chosen First Assistant Superintendents at a salary of \$4,275 each. Five other assistant superintendents were elected at the same time at a salary of \$3,800 each.

—Every girl who passes through the Boston schools now receives three years' instruction in various kinds of needlework, and is capable of being an expert seamstress. It is said that the benefits resulting from this instruction are seen in the improved appearance of the children's clothing in the schools, and are felt in thousands of homes.

—The report of the Committee on Legislation of the Illinois Teachers' Association says that it is wise economy for districts to own and furnish textbooks for the use of the pupils. The Massachusetts Association holds the same opinion.

—Prof. A. S. Packard of Bowdoin College recently enjoyed his eightieth birthday and was remembered by some of the citizens of the town, who presented him with a copy of Appleton's *Encyclopedia* valued at \$180. Prof. Packard has been connected with the college over sixty years, and he is now

very active. He not only conducts the chapel exercises and has the care of the library, but also has his daily recitations (at present the Seniors in Butler's Analogy) and often supplies the pulpit there and in other places.

—A new book is announced, by James H. Hoose, Ph. D., Principal of the Cortland State Normal School, entitled: "On the Province of Methods of Teaching." It is designed to establish certain fixed principles in this branch of the philosophy of education. A very valuable feature is the citations from leading educational authorities, including some of the best utterances of the latest writers. An introduction is furnished by Prof. C. W. Bennett, of Syracuse University. Altogether the book is sure to become a standard work.

FOREIGN.

—In connection with the estimates for education in Prussia which have been submitted to the Landtag, some of the German newspapers have taken occasion to contrast the amounts spent annually in the several countries upon education and upon the army. The following table shows this contrast:

| | Amount per head of population spent on— | | Proportionate Amounts spent on— | |
|--------------------------|---|-------|---------------------------------|-------|
| | Education. | Army. | Education. | Army. |
| In | s. d. | s. d. | | |
| Austria, | 1 4½ | 5 6½ | 1 | 4 08 |
| England, | 2 7½ | 14 5½ | 1 | 5 46 |
| France, | 1 2 | 18 0 | 1 | 15 51 |
| Germany, | 2 1 | 9 2 | 1 | 4 40 |
| Italy, | 0 6½ | 6 3½ | 1 | 12 07 |
| Switzerland, | 3 6½ | 4 0 | 1 | 1 13 |
| United States, | 3 1 | 5 6½ | 1 | 0 68 |

It will be perceived that no account is here taken of the (comparatively) immense endowments in England for university and intermediate education, and the absence of which on the Continent has to be supplied out of the state funds. Neither is any allowance made for the large contributions from private sources which supplement the grants from the Exchequer for national education in England. If all these items were considered, it would be found that England stands higher than any other European country in the amount she contributes to education. Looking at the figures in the table, it will be seen that, in the matter of state assistance to education, the European countries rank thus: Switzerland, England, Germany, Austria, France, Italy—the two Latin nations occupying the lowest rank. In military expenditure, however, a different order exists—viz., France, England, Germany, Italy, Austria, Switzerland.—*London Schoolmaster*.

—*El Magisterio Espanol* mentions that by a late royal decree, there is to be henceforth a greater unification of the different branches of public instruction than has hitherto prevailed; and that in Cuba, the Philippine Islands, and other Spanish colonies, the same rules and regulations are to prevail as in Spain itself. The *ayuntamiento* of Cadiz has resolved to collect and send to school the children who are found wandering in the streets; they will then be taught a trade suitable to their age.

NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers. Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

- BUCKLEW, Miss S. F. Dictation lessons in drawing for primary grades; to accompany White's primary school drawing cards, by Miss S. F. Bucklew, assisted by Miss C. A. Halstead. 92 p., il. 12mo, bds., net. N. Y.: Ivison, Blakeman, Taylor & Co. \$ 30
- BUTTERFIELD, C. W. A system of punctuation for the use of schools. 34 p. 12mo, flex. cloth. Madison, Wis.: W. J. Park & Co., 1878 40
- CARPENTER, Ste. H. The elements of English analysis illustrated by a new system of diagrams. 39 p. 16mo, bds. Madison, Wis.: W. J. Park & Co., 1877 25
- PORTER, No. The American colleges and the American public; (new ed.) with after-thoughts on college and school education. 40-12mo, cloth. N. Y.: Charles Scribner's Sons, 1878 1 50
- ARNOLD, T. English literature, 596-1832. (From the *Encyclopedia Britannica*) 185 p. 16mo. (Appleton's new handy-vol. ser., no. 20.) pap. N. Y.: D. Appleton & Co. 25
- FROUDE, Ja. A. Short studies on great subjects. 3d ser. Popular ed. 408 p. 12mo, cloth. N. Y.: C. Scribner's Sons 1 50
- JOYNES, E. S. Introductory French lessons, based on the works of Emil Otto. 8-275 p. 12mo, (Joynes-Otto elementary French course.) cl. N. Y.: Henry Holt & Co. 1 25
- KRAUS-BOELTE, Maria and Kraus, J. The kindergarten guide; a nil. hand-book, designed for the self instruction of kindergartners, mothers, and nurses. No. 4, the 8th, 9th, and 10th gits. 272-372 p. il. 8vo, cloth, 90 c.; pap., 60 c. N. Y.: E. Steiger
- SCHULTZ, F. A Latin grammar adapted for the use of colleges. 310 p. 12mo, hf. roan. N. Y.: Fr. Pustet, 1878 1 50
- SHULTZ, F. Latin exercises adapted to the Latin grammar for schools and colleges. 293 p. 8vo hf. roan. N. Y.: Fr. Pustet 1 25

PRESIDENT SABIN'S ADDRESS.

To the Editor of the Weekly :

To every teacher—however faithful he may be in his calling, however well he may do the work committed to his hands—there come, ever and anon, evidences of the fact that he has not done *all* that he might have done to reach that standard of perfection up to which the voice of conscience is ever urging him to come.

Seldom have I seen so clear, so beautiful, and so forcible a presentation of the duties of the teacher in relation to the morals of his pupils, as that given by President Sabin in his inaugural address, under the heading—"Moral Training," published in No. 98 of the WEEKLY.

I hope many teachers will not only *read* it, but *study* it in its height, and depth, and ever-widening scope; for it contains the true "Gospel of Salvation" to our profession. And if, after thus studying it, any teacher can truthfully say that he fills the full measure of responsibility therein set forth, such teacher is most respectfully invited to visit this city, that he may call its teachers together—and breathe on us, that we, too, may receive the "Holy unction." It is not intended, from what I have said, that the inference shall be drawn that *we specially need such "baptism"*; but the truth is—it may be a little selfish—we are exceedingly anxious to breathe the first breath of a life so heavenly and divine.

Again; if any teacher feels that he has not been benefited by the study of these utterances of Mr. Sabin, such teacher, in behalf of the profession, is also most respectfully invited to—RESIGN!

Teachers frequently need such awakening to a sense of their great responsibilities as he must receive when he carefully weighs such utterances. It may be that the hinges of the "golden gate" that opens into the plain of this higher morality claimed for the profession are a little rusty, by reason of infrequent use; it may be that few enter the gate and breathe the wholesome air of such an ethereal realm; but it is a hopeful sign that we are making a "forward march" toward it, when teachers, east and west, north and south, are beginning to *claim it as their own*. Boldly has Mr. Sabin asserted our right to it; and his voice was but the vocalizing of the sentiments of thousands more who are coming up to meet the rising sun of that not distant day which is to usher in a new and brighter era in the history of our profession. Reader, are you one of the number that are thus "marching on"? If so, and you do not weary in well-doing, you may read your future in these inspiring words of that admirable address: "At his approach the gates of peace shall swing on golden hinges, and the ending of his life shall be like the ceasing of exquisite music."

J. M. MAXWELL.

LOUISVILLE, KY., Jan. 15, 1879.

AMERICAN HONORS AT PARIS.

The following letter contains its own explanation. Mr. Kiddle is to be congratulated as well as many other Americans upon the honors received in one way or another at the Paris Exposition.

166 BOULEVARD MONT PARNASSE,
PARIS, Dec. 6, 1878.

DEAR SIR:—In recognition of your eminent merits as an educational administrator, and especially as editor of the *Cyclopædia of Education*, which was one of the most valuable contributions to our Educational Exhibition, the Minister of Public Instruction has issued a decree, constituting you *Officer of the Academy*.

I expect to be charged with the agreeable duty of placing in your hands the Insignia of this Order of the University of France, consisting of a silver wreath of palm, suspended from a purple ribbon, and a Diploma, signed by the Minister.

I hasten to offer you my cordial congratulations on the reception of this well-merited Decoration.

The copies of the *Cyclopædia*, which your publisher so generously placed at my disposal, have been presented to eminent officials, from whom very interesting acknowledgments have been received.

I beg to enclose a copy of the correspondence with the Minister on this matter.

Yours Most Truly,

JOHN D. PHILBRICK.

HENRY KIDDLE, Esq., Officer of the Academy, Supt. of the Public Schools of New York City.

OBSERVATIONS ON PROPOSED AMENDMENTS TO THE SCHOOL LAW IN ILLINOIS.

1. The law, section 50, should fix a minimum limit of age at which applicants can be examined for certificates. As the law of contracts requires females to be 18, and males 21, these limits, respectively, are recommended. The reasons why minors should not be employed to teach in the public schools are many and cogent, both as to the state and such persons themselves. As the statistics given show that directors prefer adults, such a law would relieve the county superintendent of much useless work that otherwise must be paid for. At any rate, the law should fix some limit.

2 The great need of teachers is more learning. The branches of learning are so related to one another that it is impossible to teach any branch well without an elemental knowledge of many.

A knowledge of the elements of algebra and geometry should be required for a first grade certificate; as such knowledge is needed for thorough instruction in arithmetic and natural philosophy. As the teacher stands in some respects to his pupil like a physician to his patient, I would, also, include for first grade certificate an elemental knowledge of mental philosophy. Without such knowledge, no teacher is capable of administering to the mind as is required, while it is developing. But I would not have the law add algebra, geometry, and mental philosophy to the already extended list of legal branches. The idea is that the *teacher should know more than he is required to teach, in order to teach well what is now required*. I would, however, recommend that the science of civil government applicable particularly to our form of government, be made a legal branch in all our common schools, whose avowed purpose is to fit the youth-citizen to become the useful, intelligent, adult-citizen. This is self-evident and needs no argument. Such a branch might well take the place of zoölogy in the curriculum. Section 50 should be amended to require, also, *experience of a year's teaching in this state*, for a first grade certificate. As the law is, there are grave doubts whether the superintendent can refuse a first grade certificate because of non-experience; yet some of the qualifications for successful teaching can be had only through such experience. The statistics given show that the directors prefer experienced teachers.

3. Section 52 should be amended, making it clearly unlawful for directors to employ a teacher who has not a legal certificate *that will not expire before the expiration of said term of employment*. This would relieve the superintendent of undue pressure, as is now the case when a teacher comes during his term of employment to have his certificate renewed. Also, certificate of directors, in section 53, should be made to specify the grade and *date of teachers' certificates*. This would compel directors to scrutinize particularly the teacher's certificate before signing schedule; and would secure treasurers from unlawful payment of money to teachers without license. These changes in the law would, in my judgment, render the schools more efficient, *without increasing their expense*.—Supt. T. J. Lee, Coles Co., Ill.

HOW TO REACH THE PEOPLE.

THESE, then, are the factors to be used in the education of the people—the teacher, the scholar, the lecture platform, and the newspaper. But the most important is the teacher, since he is the life-giving power of all. He is to direct the opinions of the home, imbue the scholar with a love of learning, nobility of character, and good citizenship. He is to mold the educational literature of the hour and send it animated with life and power into the homes of our land, instead of a debasing and characterless dime paper. The true source of a lack of interest in and knowledge of the schools is to be found in the schools themselves. If the profession were filled with those who taught for the love of it, who magnified the position, and burned with the enthusiasm of a religionist in making converts to his faith, there would be less opposition to the schools and more universal knowledge of their true character. There is no day laborer who will deny the benefits of education when he sees his daughter coining 30 or 50 dollars per month as a result of education who would be receiving otherwise but six or eight dollars a month as a servant girl. The people may be reached and are ready for all the enlightenment we can give. But for the success of these schemes, we must have liberally educated and competent representatives in every school house.—Supt. J. J. Mapel, McGregor, Ill.

EUROPEAN AND AMERICAN SCHOOLS.

State Supt. J. P. Wickersham names the following particulars in which he considers the elementary schools of the nations of Europe, educationally the most advanced, superior to ours:

1. They are more carefully inspected.
2. Their course of study is better.
3. Their terms are longer.
4. The teachers have made more special preparation for their work.
5. More attention is paid to moral and religious instruction.

The following are some of the particulars in which he thinks our elementary schools are superior:

1. We have better schoolhouses.
2. Our school furniture is superior.
3. Our text-books are better.
4. Our schools are free.
5. Our teachers have more tact.
6. More is done in our schools to form character.

OPINIONS OF EDUCATORS.

—The intellectual action and exercise in which the learner's education consists, are performed by himself alone. It is what he does himself, and not what is done for him, that educates him.—*Joseph Payne.*

—When the Colorado Smelting Works, the largest in the world, wish for supervisors and administrative officers, the board cast about among men skilled in metallurgy for material. When a people desire a minister as pastor of a church, they search among clergymen for the candidate. When many of our higher (and lower) educational institutions are looking for a head, they rush to other professions than that of teacher. Iowa University, a noted example, has broken from the traces of old fogyism, and placed at its head a school master, a man whose life has been spent in school work, and the result is, thus early, showing the wisdom of the appointment. Lawyers for the bar, clergymen for the pulpit, and schoolmasters for the schools! Why not use the same business sense in educational as in other appointments?—*Aaron Gove.*

—The state has as much right, and is under as great obligation, to maintain the public school as the court-house or jail, and the teacher is as much an officer of the state as the judge or sheriff.—*J. C. Karnes, President of Board of Education, of Kansas City.*

—To compel a child to study a distasteful subject before an interest is excited, or compel him to commit texts of, to him, meaningless words, ostensibly to train his memory, is an outrage against child nature.—*W. E. Parker.*

—The true teacher is known by the amount of brains that he mixes with the chalk.—*Supt. J. M. Greenwood.*

—Never complain of your birth, your employment, your hardships; never fancy that you could be somebody, if you only had a different score and lot assigned you. What you call hindrances, obstacles, and discouragements, are probably God's opportunities.—*Dr. Bushnell.*

—Principles have achieved more victories than horsemen or chariots.—*Rev. Dr. Wm. M. Paxton.*

—Treat children as children. Do not say a thing should be done, as if the children set to do it were years older than they are; or having set them upon it, demand a great part of it from them when little portions are all they can really give us. We are apt to think they need more work than they do; that they had better pursue this study or that, because we like it, or estimate its advantages very highly, and yet, though our estimate may not be exaggerated, or our liking unreasonable, it may be unwise to prescribe the study to our children. The last model to imitate is

"Blind Authority beating with his staff
The child that might have led him."

Our schools are for our pupils, not our pupils for our schools. Pupils' wants are the ends, and pupils' capacities the means, of all wholesome education.—*Supt. Samuel Eliot, Boston Public Schools.*

AUTHORITY OF PARENTS OVER THEIR CHILDREN'S SCHOOL STUDIES.

In the case of Trustees of Schools against Van Allen, (at Lake View, Ill.), the question as to what right a parent has to direct the studies pursued by his child who attends a public school is considered. It is held that the trustees of a school district may prescribe what studies shall be pursued, and may regulate the classification of the pupils, but a parent may select from the branches pursued those which the child shall study, so long as the exercise of such selection does not interfere with the system prescribed for the school; and that the child cannot be excluded from one study simply because he is deficient in another. In this case the pupil was denied admission to a public high school because of his deficiency in a knowledge of grammar, which his father had forbidden him to study. He had asked to be admitted to pursue only those studies in which he was sufficiently proficient to entitle him to admission to the high school. The court held that a rule requiring his exclusion was unreasonable and could not be enforced. In *Morrow against Wood*, in Wisconsin, a father directed his child, who attended a public school, to study only certain branches among those taught in the school. The teacher, with notice of such direction, required the child to study other subjects, and upon his refusal to do so, whipped him. This was held to be an unlawful assault. In *Ruleson against Post*, in Illinois, a girl, sixteen years of age, was in attendance upon a public school to the benefit of which she was entitled, and was in a class which, by the course of study prescribed by the directors of the school, was required to study book-keeping. Under the direction of her parents she refused to pursue this study, and for that reason

was, by the teacher, acting under the order of the directors, forcibly expelled from the school. The court held that the directors and teacher were all liable in an action of trespass, the directors having no power to prescribe such a rule or authorize the teacher to enforce it.—*Albany Law Journal.*

VOICE OF THE PRESS.

—One of the New York school commissioners says that salaries are low because the teaching is poor. That is one way of stating the case. Another way is this: Public examiners in New York and elsewhere give certificates to poor teachers. Many school officers accept the certificate as evidence of fitness. Many districts call for poor teaching as plainly as a purchaser calls for a poor article of merchandise in any line when he offers one-half the price of a good one. It is known that examiners have felt that there was, in this way, a demand for inferior teachers. Here is one of the trials of the office.—*Exchange.*

—If teachers are to be hunted down in order to get them to take educational periodicals, we are of the opinion that they would be better off by saving the few dollars thus expended. Without personal solicitation every teacher in the land should be a paying subscriber and a critical reader of one or more papers devoted exclusively to education.—*Eclectic Teacher.*

—The man who permits partisan politics to govern his action concerning the schools is a malignant enemy of the common-school system, who should be proscribed as utterly unfit to be trusted in any position connected with its administration.—*Chicago Times.*

—The great end of education is not information, but personal vigor and character. What makes the practical man is not the well-informed man, but the alert, disciplined, self-commanded man. There have been highly trained and accomplished men in days when a knowledge of geography hardly went beyond the islands and mainland of the Levant. There were powerful English writers long before Lindley Murray wrote his Latinized English grammar. What should be understood thoroughly is, that cramming is not education. It is a mistake to cover too much ground, and to make youth conversant simply with the largest number of studies. Let them learn a few things and learn them well. Let the personal influence of the teacher be relied upon rather than books and elaborated methods.—*The Philadelphia Press.*

FACETIÆ.

—Education is making head every day. It must have taxed the ingenuity of a young gentleman of my acquaintance very considerably, when, at the terminal examination of his school the other day, he translated *curis que ingentibus aget*, "he was sick in his huge chariot."—*London World.*

—"Nothing," remarked a teacher of botany, the other day, "Nothing will come up when the ground is frozen." If the teacher will just try to put the crupper on a bay mule when it is feeling a little dyspeptic, he will discover there are two things which come up like rockets without any regard to the weather.

—Tommy came home from school and handed to his father the teacher's report on his progress during the month. "This is very unsatisfactory, Tom; you've a very small number of good marks. I'm not at all pleased with it." "I told the teacher you wouldn't be, but he wouldn't alter it."

—At a recent examination in drawing, the question, "How do you make a Maltese cross?" was proposed; silence, broken by the voice of a youth who exclaimed, "Tread on her tail."

The publishers of the WEEKLY owe an apology to many persons who sent for a copy of Grube's Method and who were a long time in getting it. The truth is, printers and binders are very uncertain quantities. We have been expecting the books to be delivered to our hands every day for nearly three weeks. We are happy to say we now have the full edition ready for delivery. We have filled all orders that we have on file. If you have ordered and have not received your book by the time you get this paper, let us know promptly, and we will do our best to adjust the matter. We greatly regret the annoyance which has been caused by the delay in completing the book. We trust this explanation will be sufficient for all who have felt impatient.

Had I continued teaching, I would not and could not do without THE EDUCATIONAL WEEKLY or its equivalent at five times the present subscription rate.—*Edward Crowe, La Moille, Minn.*